

Online Teaching and Learning

Module 7: Final Blueprint



Name: __Laura Erke_____

Proposed Course/Unit Name: Budgets and Financial Basics

Proposed Course/Unit Description: This unit is a simulated real life experience. Students will be learning how to set and work within a budget for holiday shopping expenses. They will learn how to comparison shop for items based on criteria including but not limited to price, quality, and personal preferences. Along with the shopping, the students will be calculating prices and working with percents in discounts and tax rates. The students will also be learning how to write checks, use debit cards and keep track of purchases and deposits in a check register and by using spreadsheet software.

Wisconsin State Standards for Mathematics: B.8.1; B.8.5, B.8.7

Technology Standards: A.8.2, A.8.3, A.8.5, D.8.2

Financial Literacy Standards: B.8.1; B.8.3, C.8.1, D.8.5, D.8.6

Grade Level or Audience: This course is for 7th grade students.

Online Requirements: This course will be designed as a hybrid course. Approximately 80% of the work will be done online.

Welcome Letter:

Welcome Seventh Graders!

I am excited to welcome you to our first online course, Math and Money. Throughout the next few weeks we will be learning a great deal about how to be wise with money and how to be a responsible shopper. This unit will show you real life examples of how we use math in our daily lives.

A great deal of your work in this unit will be done online. Through the Moodle site you will find assignments and links to different activities on the web. You will be uploading your assignments within the given time frame for each. There will also be discussion questions that you will respond to as part of your unit

grade. On the days that we will have a classroom lesson from the unit, you will be expected to be prepared with the necessary work completed.

Your success in this unit is going to depend on how much effort you put into it. Staying on task and keeping pace with the assignments will be critical. There will be a unit calendar available for you to help in your organization. Use the resources provided for you online and make to most of your time in the classroom. Please ask me if you have questions throughout the unit.

Have fun!
Mrs. Erke

Course/Unit Objectives (Outcomes):

The student will:

1. Make accurate calculations of percentages in the form of discounts and tax
2. Correctly write checks for purchases
3. Develop a spreadsheet with formulas to serve as a purchase ledger
4. Accurately keep track of purchase transactions
5. Make informed decisions on purchases through comparison shopping and stay within a set budget amount
6. Have basic understanding of checking accounts and debit cards

Course Outline:

This sequence is developed with the assumption that the students will have been previously introduced to Moodle and will be familiar with how to use it.

- A. Class 1-In classroom, intro to unit
 - a. Introduction to budgeting
 - i. Class discussions
 - ii. Budgeting Worksheet
 - iii. Set budget for shopping project
 - b. Percents as Discount and Tax
 - i. Practice problems, computation only
 - ii. Practice problems, application
- B. Class 2- Online work
 - a. Explore different web sites on budgeting
 - b. Discussion Question on Budgeting
 - c. Finalize and submit final budget sheet for project
- C. Class 3- In classroom
 - a. Discussion on purchase decisions, comparison shopping
 - i. Quality, price, preferences
 - b. More percents as discounts and tax

- i. Practice problems, computation
 - ii. Practice problems, application
 - c. Address concerns/issues with online work
- D. Class 4-Online work
 - a. Shopping (online stores or store ads)
 - b. Discussion Question on Comparison Shopping
- E. Class 5- Online work
 - a. Shopping
 - b. Journal Entry: compare/contrast online vs in store shopping
- F. Class 6- Online work
 - a. Finish all shopping (all shopping charts complete)
 - b. Discussion Question on challenges of budget shopping
- G. Class 7- In class
 - a. Class discussion on checkbooks and debit cards
 - b. Distribute “checkbooks”
 - c. Review of writing numbers vs writing numerals
- H. Class 8- Online work
 - a. Visit interactive websites for check writing
 - b. Complete all calculations for purchases
 - c. Discussion Question: pros/cons of checkbooks and debit cards
- I. Class 9- Online work
 - a. Visit websites on keeping check registers
 - b. Record purchases on check register
- J. Class 10- In class
 - a. Set up Excel spreadsheets to use as check registers (with formulas)
 - b. Peer editing: registers
- K. Class 11- Online
 - a. Research local banks
 - i. Types of checking
 - ii. Fees for overdrafts
 - iii. Other requirements
 - b. Journal Entry: Importance of check registers
 - c. Create a PPT presentation of your project
- L. Class 12- In class
 - a. Presentations
 - b. Open discussion
 - c. Conclusions

Learning Object: Reconciling a Bank Statement

<http://www.wisc-online.com/Objects/ViewObject.aspx?ID=ACC2505>

Web Resources:

This link is for a video that shows the process of writing a check.

http://www.ehow.com/video_4439860_write-check.html

Interactive check writing site
<http://www.moneyinstructor.com/wsp/writecheck.asp>

Information on using debit cards
<http://www.nclnet.org/debitbro.htm>

Worksheets for budget setting
<http://www.betterbudgeting.com/budgetformsfree.htm>

Helping children set financial goals
<http://www.achieve-goal-setting-success.com/support-files/budgetforkids.pdf>

Assessment Tool:

The following is the rubric to be used in grading the students' final checkbook.

Checkbook

Teacher Name: **Mrs. Erke**

Student Name: _____

CATEGORY	8 points	6 points	4 points	2 points
Checkbook	All checks are completely filled out properly with a date, pay to the order of, dollar amount in numerals and in words, signature, and memo.	1-2 checks are incomplete or incorrectly filled out.	3-4 checks are incomplete or incorrectly filled out.	More than 4 checks are incomplete or incorrectly filled out.
Register	Check register shows all transactions recorded correctly including initial deposit, checks, and debits.	Check register shows correct entries but is missing 1-2 transactions. Check register has all entries but 1-2 are incorrect.	Check register shows correct entries but is missing 3-4 transactions. Check register has all entries but 3-4 are incorrect.	Check register shows correct entries but is missing more than 4 transactions. Check register has all entries but more than 4 are incorrect.
Accuracy	All calculations have been done accurately in the check register.	There is 1 error in the calculations in the check register.	There are 2 errors in the calculations in the check register.	There are more than 2 errors in the calculations in the check register.

Cover	The checkbook has a cover that includes your name and class number. The cover is decorated appropriately.			The checkbook cover is missing your name, class number or appropriate decorations.
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